DOCUMENT RESUME

ED 161 477 JC 780 556

AUTHOR Klimes, Rudolf E.
TITLE What Educators Can Learn from Junior College Accreditation in Japan.
PUB DATE 78
NOTE 13p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Accreditation (Institutions); Administrative Policy; College Curriculum; College Faculty; Community Colleges; Course Descriptions; Educational Accountability; Educational Assessment; *Educational Objectives; Educational Policy; *Evaluation Criteria; Facility Inventory; Financial Policy; Government Role; Government School Relationship; *Junior Colleges; Private Colleges
IDENTIFIERS *Japan

ABSTRACT

Although Japanese junior colleges differ from American junior colleges in that they are smaller, more often privately owned, have larger female enrollments, and offer a greater number of home economics and English courses, much can be learned from the Japanese accreditation system. An accreditation self-study eventually takes the form of an establishment application to the ministry of education; it attempts to show that educational goals for each department and course are supported by adequate resources and sound financial planning. The eight components of the application are: (1) a statement of institutional and instructional goals; (2) a policy statement on admissions, curriculum, faculty, administration, and master planning; (3) an overview of curriculum, offering a model and detailing major areas, courses and credits, and students' course plans by years; (4) a list of faculty members with personal information and teaching qualifications; (5) a facilities inventory of land, buildings, classrooms, and specialized areas; (6) an inventory of learning resources; (7) a financial statement; and (8) a statement of outcomes. A sample of the use of these components in a course description, as well as an evaluation of the strengths and weaknesses of this system of accreditation are provided. (MB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED161477

WHAT EDUCATORS CAN LEARN FROM JUNIOR COLLEGE ACCREDITATION IN JAPAN

by

Rudolf E. Klimes, Former President
Nihon Saniku Gaku Junior College, Japan

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Rudolf E. Klimes

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

1978

Andrews University
Berrien Springs, Michigan 49104

JC 780 556

WHAT EDUCATORS CAN LEARN

FROM JUNIOR COLLEGE ACCREDITATION IN JAPAN

Japan, according to Hiroshi Minami, is a country where "everyone wears a kind of kimono called honbun (primary duty) and lives without showing his plain self; everyone is surrounded by an air of uncertainty." (Minami, 1971, p. 178) And Ruth Benedict observed that the Japanese "can prove themselves remarkably submissive in hierarchical situations and yet not be easily amenable to control from above. In spite of all their politeness, they can retain arrogance. They can accept fanatic discipline in the army and yet be insubordinate. They can be passionately conservative and yet be attracted by new ways, as they have successively demonstrated in their adoption of Chinese customs and Western learning. (Benedict, 1946, p. 291)

These new ways brought to Japan a boom in public and private education. The latest type of school to mushroom in Japan is the junior college, primarily the private junior college. In 1970 it was the author's privilege to assist a college board in establishing a junior college and to serve as its founding president. The establishment process abounded with "primary duty" and uncertainty, with conservatism and utilization of new ways.

Japan's Junior Colleges

"In the course of modernization Japan imported many western cultural elements, but those were and are always partial and segmentary and are never in the form of an operating system." (Nakane, 1970, p. 149) Thus Japanese junior colleges, while superficially copies, are different from the American pattern.

"Junior colleges (Tanki-daigaku) provide upper secondary school graduates with two- or three-year programs in different fields of study. The majority of the students in these colleges are women. The credits acquired at junior colleges may be counted as part of the credits leading to the bachelor's degree." (Outline of Education in Japan, 1970, p. 4) The differences between American and Japanese junior colleges is primarily in the type of enrolled students (majority, women), institution ownership (private), size (small), and curriculum (preponderance of home economics and English).

In May, 1970, there were 473 Japanese colleges with 263,362 students and 15,445 teachers. Junior colleges were much smaller than colleges and universities (average enrollment 557 as against 3,575) but the teacher-student ratio was nearly the same (1:17 as to 1:18). (Education in Japan, 1971, p. 23)

The requirements for graduation from two-year courses in junior colleges are twelve credits of general education, two credits of physical education, twenty-four credits in the major concentration, and twenty-four additional, required credits, or a total of sixty-two credits. The twelve-credit, general-education requirement consists of four credits of humanities

four of natural sciences, and four of social sciences. There are also three-year junior college programs and for these the required courses total ninety-three credits. (Education in Japan, 1971, p. 67)

The Approval-Accreditation System

Strictly speaking, Japanese junior colleges are not accredited by the Ministry of Education, they are "approved". There is also an association of Japanese junior colleges, but that body functions as a professional association, not as an accrediting system. The author chose the term "accreditation" because it is generally used in Japan for this purpose and because it best reflects the process by which the educational institutions under discussion receive the recognition needed to operate successfully. The institutional-establishment system is accurately described in Education in Japan 1971.

> The establishment of a native, local, public or private university or junior college requires the approval of the Minister of Education. He refers each application for approval to the University Chartering Council and his decision is based on the recommendation of the council.
>
> The standards for the establishment of a university or junior college are prescribed in the Standards for the Establishment of Universities or in those for junior colleges. On the basis of these standards, the University Chartering Council makes inquiries and deliberations on applications for the establishment of new institutions. The members of the council are appointed by the Minister of Education from among personnel of the government agencies concerned, personnel of universities throughout Japan, and persons of learning and experience in the spheres of politics, education, etc. All universities and junior colleges come under the jurisdiction of the Minister of Education but each university or junior college is governed by its own governing agency." (Education in Japan, 1971, p. 42)

The Integration of Educational Goals and Resources

The establishment standards, published by the Japanese Ministry of Education, and the two visiting groups that later make on-sight surveys of the applying institution place much stress on clearly stated and operative

institutional purposes and instructional goals. In a way, the accreditation-application process is designed to show how those purposes and goals are expressed in policies and curricula. Each curricular area and each course is matched with a competent faculty member, with facilities where that faculty member works, and with learning resources that the faculty member uses to teach the curricular area and course. Further, evidence must be shown that sound financial plans support the endeavor and that the hoped-for outcome (graduates) fulfill the institution's purposes and instructional goals. Figure 1 shows this integration of educational goals and resources. The purposes and goals are the framework permeating all other components. Each course (a, b, c, d, e, f, etc.) is traced through the resources-allocation process toward the fulfillment of instructional goals.

The Accreditation Self-study

As shown in figure 1, the accreditation self-study that eventually takes the form of an establishment application consists of eight components. The self-study process with its extensive faculty participation is often similar to that in the United States. But occasionally, a college board will employ a consultant who writes the study nearly singlehandedly. Table 1 shows descriptions and classifications of data related to the components. Rather than comment on each component, the author would like to give an example of how the goals are traced through all resources in a hypothetical course called English Conversation Practicum.

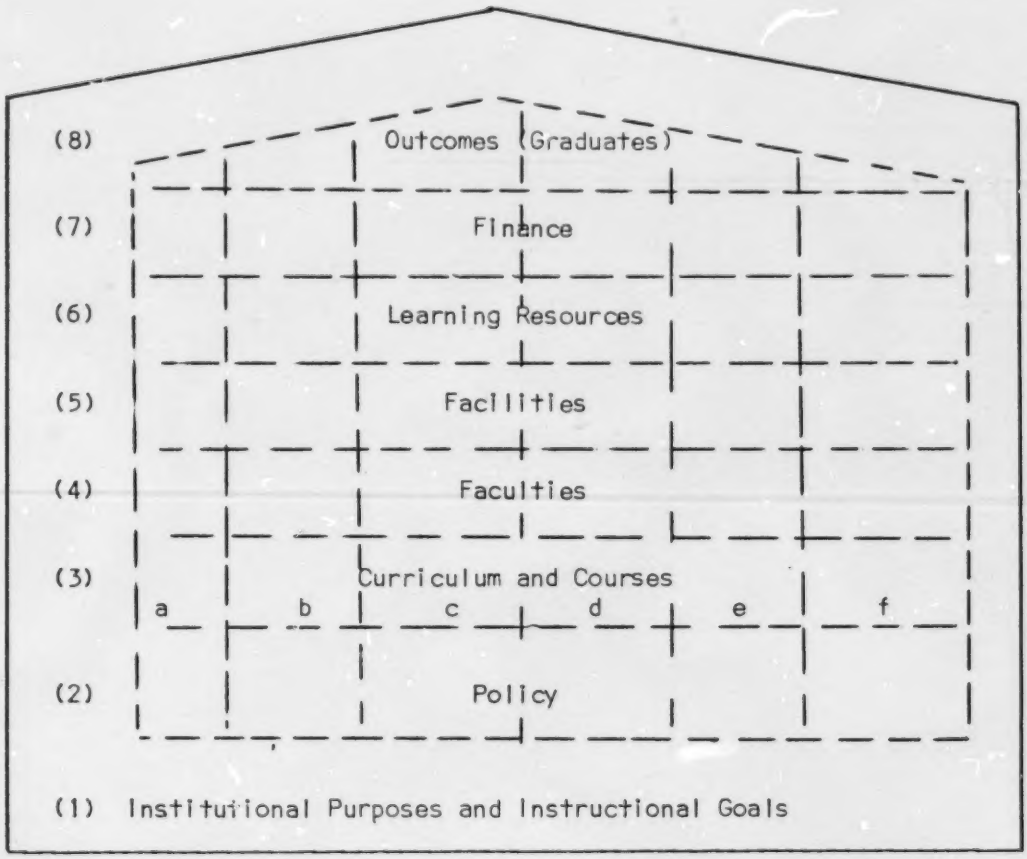

Figure 1. The Integration of Educational Goals and Resources in the Japanese College Accredition Application.

Table 1. Components of College Accreditation Applications in Japan

No.	Component	Description	Classification
1.	GOAL	Proficiency or Understanding	Institutional Instructional
2.	POLICY	Setting and History Admission and Student Policies Curricular Policies Faculty Policies Administrative Policies Master Plan	Charter Document Board Policies Governance Other Educational Programs of the Institution
3.	CURRICULUM	Curricular Model Major Area Courses, Credits Student's Course Plan, By Years	General Education Humanities Social Sciences Natural Sciences Foreign Language Physical Education Specialized Study (Major)
4.	FACULTY	Individuals Name Education Age Load Rank Teaching Experience Publications Research Employment Contract	Full-time or Part-time, by Curricular Area Professors Assistant Professors Instructors Assistant
5.	FACILITIES	Land Buildings Classroom Specialized Areas Learning Stations Area	Private (For the Above Goal) or Co-owned (With Other Educational Program).
6.	LEARNING RESOURCES	Books Magazines Audio-Visual Aids Equipment Utensils Specimen	Private (For the Above Goal) or Co-owned (With Other Educational Program), by Curricular Classification, Either Japanese or Foreign

Table 1. Components of College Accreditation Applications in Japan (Continued)

No.	Component	Description	Classification
7.	FINANCE	Tuition Endowment Appropriation Operating Expenses Capital Expenditures	According to Government-prescribed Accounting and Reporting System, Audited by CPA
8.	OUTCOMES	Graduates Graduation Requirements	Prescribed and Elective Courses Experienced Competencies

A Course Entitled English Conversation Practicum

In this example, the eight components of the establishment application are preserved and are indicated by the bracketed number. For obvious reasons of space and availability, the indicated enclosures are not actually enclosed in this study.

The English Department is

(1) TO AID STUDENTS in becoming proficient in the use of oral English.

(2) THAT IS, 60 freshmen (or a total of 120 students).

(3) THROUGH, among other experiences, a required four-credit course entitled "English Conversation Practicum."

(4) TAUGHT BY Miss Akiko Watanabe, M.A. (Andrews University, 1967, Major in Teaching English as a Foreign Language), Age-42 Chairperson of the English Department, Teaching three-quarter load, Assistant Professor of English, Teaching Part-time College-level English at Chita University since 1968,

Author of Oral English for Japanese, Chita University Press, 1970, 200 pages; English Sentence-Pattern Drills for Japanese, Kita Publishers, 1971, 350 pages; Consonant Discrimination Among Japanese, ROTA Publishers, 120 pages; (Abstracts enclosed).

(5) IN a 30 station Sony Language Laboratory with individual booths for listening and recording facilities and provisions for instructor's listening-in and communication (Part of the 1,729 square meters English Department Building on 38,338 square meters of land. Building and land plan enclosed.)

(6) WITH THE HELP OF a library collection of 5,413 volumes in the field of English, consisting of 3,100 foreign and 2,313 Japanese books (Part of the College Library of 49,878 volumes), a total of 10 English journals, seven of them starting from Volume 1, four of them Japanese, six foreign; a library of 256 pre-recorded tape reels, 112 conversation records, and 14 sets of conversation teaching charts. (List of all titles, authors, publishers, publishing years enclosed)

(7) FINANCED BY X% from Tuition, X% from Endowment, X% from Board Appropriations; X yen for English Department Instruction, X yen for Administration, X yen for Instructional Materials, etc. (Budget enclosed)

(8) AND PRODUCE ABOUT 50 GRADUATES annually that will be competent in oral English as demonstrated by a satisfactory score on the College-constructed oral English examinations.

The accreditation application is composed not only of broad departmental goals, but also instructional goals for each course. The number of students admitted to each major is always stated. This number forms part of a general educational master plan. Further, the various resources of the junior college must be in congruence with the enrollment. By law, the institution may not admit more students than authorized by the Ministry of Education.

The qualifications of each faculty member undergo very special scrutiny. Each faculty member's academic rank is separately approved by the Ministry of Education. This approval is based on his education, experience, publications, and research. A faculty member is authorized to teach only in the area of his specialty, as shown by his university major and the publications and research in the field. For example, research in English literature or the history of the English language would not qualify a faculty member to teach English Conversation Practicum.

The teaching facilities, while they can be used for a number of sections and classes, have to be adequate in order to meet the needs of student groups. The learning resources and finances are not analyzed formally for each class, but the library holdings in each curricular area are carefully examined.

Since a junior college, at the time of the accreditation application, has no graduates, the outcome component is a projected one only.

What Educators Can Learn From Junior College Accredition in Japan

No educational institution approval or accreditation system is perfect. All have their weaknesses. According to the author's research and first-hand experiences, the weakness of the Japanese Junior College Accreditation System--and therefore areas to avoid--are:

1. Institutional establishment standards that stress components easily countable and measurable.
2. Emphasis on the written establishment application as a product in itself--the process of arriving at the application is often ignored.
3. The tendency to keep the goals and outcomes so general as to prevent meaningful evaluation.

On the other hand, there are aspects that education in other countries may learn, and possibly adopt, from Junior College Accreditation in Japan:

1. The pervasive goal-orientation of the system.
2. The integration of goals, resources, and policies.
3. The careful matching of required resource sub-components with related sub-components.

BIBLIOGRAPHY

Benedict, Ruth. The Chrysanthemum and the Sword. Rutland, Vermont: Charles S. Tuttle Company, 1946.

Education in Japan 1971. Research Division, Minister's Secretariat, Ministry of Education, Government of Japan, 1971.

Minami, Hiroshi. Psychology of the Japanese People. Tokyo: University of Tokyo Press, 1971.

Nakane, Chie, Japanese Society. Berkeley: University of California Press, 1970.

Outline of Education in Japan, 1970, Agency for Cultural Affairs, Government of Japan, 1970.

The University Establishment Standards. Ministry of Education, Japanese Government, 1965.

UNIVERSITY OF CALIF.
LOS ANGELES

DEC 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES